

# Rocking Horse Nursery Stamford Limited

85 Rutland Road, Stamford, Lincolnshire PE9 1UP



## Inspection date

Previous inspection date

3 July 2019

5 September 2018

| The quality and standards of the early years provision | This inspection:     | Good                 | 2 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Requires improvement | 3 |
| Effectiveness of leadership and management             |                      | Good                 | 2 |
| Quality of teaching, learning and assessment           |                      | Good                 | 2 |
| Personal development, behaviour and welfare            |                      | Good                 | 2 |
| Outcomes for children                                  |                      | Good                 | 2 |

## Summary of key findings for parents

### This provision is good

- The registered person and the new manager have worked hard since the last inspection. They have successfully addressed the weaknesses that were raised. This includes all parents now receiving the required progress check at age two for their child.
- Children eagerly come into the nursery, confidently separating from their carers. They settle quickly on arrival and show a sense of belonging as they, for example, hang up their coats on their own pegs.
- Partnerships with parents are strong. Staff inform parents of their children's learning in a variety of ways and offer parents ideas of how to support their children's development at home. This helps parents to be fully involved in their children's learning and development.
- Staff are well qualified and access targeted training opportunities to improve the quality of their teaching. The manager holds regular supervisions with staff to identify any areas of weakness in their practice so these can be addressed. This helps staff to deliver good-quality learning and development opportunities to children.
- Overall, the quality of teaching is good. All children make good progress from their starting points, including those with special educational needs and/or disabilities and those who speak English as an additional language.
- The registered person and the manager evaluate the nursery practice well, taking into account the views of children, parents and staff. For example, they are currently developing a 'literacy hut' to help children even more with their early writing skills.
- Some younger children have less opportunities to play and learn in the outdoor learning environment.
- On occasions, some staff do not follow children's ideas to help them think creatively and stay engaged in meaningful play.

## **What the setting needs to do to improve further**

### **To further improve the quality of the early years provision the provider should:**

- offer younger children more opportunities to play and learn in the outdoor learning environment
- support children's ideas to help them think creatively and stay engaged in meaningful play.

### **Inspection activities**

- The inspector observed the quality of teaching as children played inside and outside. She completed a joint observation of an activity with the manager.
- The inspector spoke with the provider, manager, staff and children at convenient times during the inspection.
- The inspector considered the views of parents through discussions.
- The inspector sampled documentation, including children's assessment records and the nursery's self-evaluation.

**Inspector**  
Susan Sykes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the signs to look for that could alert them to a child being at risk of harm. They are clear on the procedures to follow should they need to escalate a concern. This helps to keep children safe. The manager and senior staff closely monitor children's progress, including groups of children, to identify and address any gaps in their learning. For example, following a recent analysis of children's learning, the manager identified that boys would benefit from more opportunities to engage in imaginative play. Parents speak very highly of the nursery and how the staff help their children. A good range of policies and procedures are carefully implemented. This helps to underpin the efficient running of the nursery.

### Quality of teaching, learning and assessment is good

Staff observe children in their play and carefully use this information to plan the next steps in their learning. Staff support children's communication and language development well. For example, younger children excitedly join in adult-led singing sessions of familiar nursery rhymes, using props and joining in the actions. Older children enthusiastically explore the properties of frozen paint cubes and the effects when these are added to water and mixed. Staff sensitively help them to explain the changes they are seeing, and children giggle as they use new words, such as 'squishy'. Children are learning early skills for reading. For example, staff talk about the days of the week and months of the year. Children are confident to find the correct label and proudly display these on the daily calendar.

### Personal development, behaviour and welfare are good

Staff are kind and caring and develop secure attachments with all children. This helps to support children's emotional well-being. Children's behaviour is good. They play well together and benefit from staff being positive role models. Children are proud as staff recognise their efforts and offer praise for their achievements. For instance, children help to tidy up the toys before mealtimes. This helps to support their self-esteem. Staff provide healthy and nutritious snacks for children, to support their health and well-being effectively. Staff support children to develop social skills. For example, they ensure mealtimes are sociable and encourage children to engage in conversations with others.

### Outcomes for children are good

Children are making good progress and show that they are at the expected stage of development for their age. Children are forming firm friendships. For instance, they work together as they build and use their own obstacle course. Children are confident and happy to learn. Older children develop good skills for future learning and in readiness for the eventual move on to school. They demonstrate their perseverance and concentrate intently in activities of their choice. Younger children develop their physical skills well. For example, they confidently move around to explore the resources in the rooms.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY276326  |
| <b>Local authority</b>                           | Lincolnshire  |
| <b>Inspection number</b>                         | 10078413  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 48  |
| <b>Number of children on roll</b>                | 90  |
| <b>Name of registered person</b>                 | The Rocking Horse Nursery Stamford Limited  |
| <b>Registered person unique reference number</b> | RP907321  |
| <b>Date of previous inspection</b>               | 5 September 2018  |
| <b>Telephone number</b>                          | 01780 757922  |

Rocking Horse Nursery Stamford Limited registered in 1992. The nursery employs 16 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, and 14 hold level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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